



Prototype

**GRADE 4
ENGLISH LANGUAGE ARTS**

Disseminate freely.

December, 2002

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MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

2003 ENGLISH LANGUAGE ARTS ASSESSMENT GRADES 4, 7, 11

THEMATICALLY FOCUSED

Format for Part 1

| | | | |
|--|--|--------|--|
| Writing to a prompt related to the theme | 1 paper scored holistically w/comments | 6 pts. | Grades 4, 7 – 2 sessions approx. 45 minutes per session Grade 11 – 1 session approx. 80 minutes* *possible short second piece for Grade 11 requiring reflection on writing, but not requiring portfolio pieces from students |
|--|--|--------|--|

Format for Part 2 – Reading

| | |
|---|---|
| <p>Part 2A: Reading Selections # 1 and #2 Each reading text followed by: 10 multiple-choice questions for grades 4 and 7 9 multiple-choice questions for grade 11</p> <p>Cross-text Questions Across reading texts only 5 multiple-choice questions for grades 4 and 7 7 multiple-choice questions for grade 11</p> <p>Part 2A: 25 multiple-choice items</p> | <p>Part 2B: Response to the Reading Selections Grade 4 – Direct question about theme. Grades 7 and 11 – Scenario w/question related to theme.</p> <p>Part 2B: = 6 points Scored for reading, this piece does not require polished writing.</p> |
| <p>Timing: Grades 4 and 7: Approx. 50 minutes for all of Part 2A. Approx. 50 minutes for all of Part 2B. Grade 11: Approximately 60 minutes for all of Parts 2A and 2B.</p> | |

Format for Part 3 – Listening

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| One tape per testing session. Tape played once. Selection repeated on tape twice. Notes allowed during and after each play. 10 multiple-choice questions |
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TEST MUST BE GIVEN IN ORDER AS PRESENTED ABOVE.

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

GENERAL DIRECTIONS:

This test is divided into three parts that are all linked to one theme or important idea. The theme is printed in the upper right-hand corner of every page of your test booklet. Read the theme to yourself as I read it aloud, and keep it in mind as you are taking this test.

In Part 1, you will be presented with a number of ways to write about the theme. You must choose **ONLY ONE** way.

You may use a dictionary, thesaurus, grammar book, and/or spelling book for Part 1 Writing. (These resources are to be made available only during Part 1 of the test.)

We will begin Part 1 by reading the information on page 3. As I read page 3 aloud, please follow along in your test booklet.

PART 1
WRITING FROM KNOWLEDGE AND EXPERIENCE

Sometimes it is a good idea to do things the way other people do them, such as during a fire drill to be safe or when we want to work together as a team. At other times, we do things differently from other people because we do not want to do something that will get us in trouble or because doing something in our own way feels like the right thing to do.

WRITE ABOUT THE THEME: Doing things differently from others

You might, for example, do **one** of the following:

write about a time when someone acted different from others and it worked out well

OR

tell what might happen if someone did something differently from others

OR

describe a time when it might be best to do something the same way others do

OR

tell what could be learned from doing things the same as or differently from others

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Use the paper provided for writing down ideas, organizing your thoughts, or writing a rough draft. You may use the **REVISING AND EDITING CHECKLIST** to help you as you work on your draft. (Students may use a dictionary, thesaurus, grammar book and/or spelling book for Part 1 Writing only.)

When you are ready, you may begin your draft.

DRAFT 5/30/02**PART 1: CHECKLISTS FOR REVISING AND PROOFREADING****DIRECTIONS:**

Use the following checklists as you revise and proofread the writing you have done for Part 1. Enter your writing in the ANSWER FOLDER in the space provided. Then, proofread your final copy to make sure all your revisions have been made.

CHECKLIST FOR REVISION:

- Do I have a clear central idea that connects to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete?
- Do I use a variety of words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

Is everything in my final copy in the ANSWER BOOKLET just the way I want it?

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

DRAFT 2/28/02

**Michigan Educational Assessment Program
Integrated English Language Arts
Part 1 Rubric
Writing from Knowledge and Experience**

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A off topic
- B illegible
- C written in a language other than English
- D blank/refused to respond

PART 2A: READING FOR UNDERSTANDING**READING DIRECTIONS:**

In this part of the test, you will be reading two selections related to the theme, **DOING THINGS DIFFERENTLY FROM OTHERS**. The theme is also printed at the top of each page of this test booklet. Each selection is followed by 10 multiple-choice questions. Then, you will answer some questions that will ask you about both of the selections. You may look back at the selections at any time.

You may underline, highlight, or write notes in your test booklet to help you, but you must mark all of your answers in your Part 2 ANSWER FOLDER.

It is important to keep the theme in mind as you are reading and answering the questions that follow the selections.

Please refer to the copyright page for information about the selections for this part of the test. Permissions for use of the selections do not extend to the internet.

Selections are the same as those that appeared in the prototypes that were mailed to every Michigan public school, district and intermediate school district in 1999. If copies are needed, please e-mail a request to: fedewaw@michigan.gov

WAIT. DO NOT GO ON UNTIL TOLD TO DO SO.

PART 2A: READING SELECTION #1

DIRECTIONS: Read Selection 1, OLD HENRY. Then answer the questions that follow.

“Old Henry”

Questions 1–10

- 1** An important lesson of this story is
- A** being nice will make people change the way they act.
 - B** threats and fines will always make people change.
 - C** everyone should act just like everyone else.
 - D** people do not always act the way we expect them to act. *
- 2** When Henry moved into the old house, the neighbors expected him to
- A** fix things up. *
 - B** be on their committee.
 - C** get rid of his birds.
 - D** move to Dakota.
- 3** Henry finally decided to move away because
- A** there was not enough room for his books.
 - B** he got a letter from Dakota.
 - C** his flowers and fruit would not grow.
 - D** he did not want to do what the neighbors expected. *
- 4** When Henry moved into the vacant house,
- A** he planned to clean and paint.
 - B** he liked it just the way it was. *
 - C** he welcomed his neighbors’ visits.
 - D** he thought it was a disgrace.

GO ON.

5 The author used dialogue in the story

- A to show how the neighbors felt about Henry's actions. *
- B to tell what Henry is going to do next.
- C to describe what Henry's neighbors looked like.
- D to explain why Henry moved into the house.

6 To get Henry to fix up the house and yard, the neighbors did all of the following EXCEPT

- A form a committee.
- B take him to court. *
- C write him letters.
- D threaten jail.

7 After Henry moved away, the neighbors

- A missed him. *
- B sent him letters.
- C fixed up the old house.
- D were happy he was gone.

8 The author used the lines "And we don't have to make such a fuss because everyone isn't exactly like us" to say

- A everyone should act alike.
- B it's silly to worry about neighbors.
- C no one should say what he thinks.
- D it's okay to act differently from others. *

9 In his first letter to the mayor, Henry agreed to do some of the things the neighbors wanted,

- A but he would not shovel his snow.
- B but he did not want to mow his grass. *
- C and he would sell his birds.
- D and he would bake pies for them.

10 In the first sentence of the story the word **vacant** means

- A old.
- B new.
- C empty. *
- D occupied.

GO ON.

PART 2A: READING SELECTION #2

DIRECTIONS: Read Selection 2, ROSA PARKS, HERO OF OUR TIME. Then answer the questions that follow.

“Rosa Parks, Hero of Our Time”

Questions 1–10

- 1 By acting differently from the way others expected, Rosa Parks showed she was
- A unjust.
 - B brave. *
 - C afraid.
 - D unfair.
- 2 An important lesson from this selection is
- A sometimes it is a good idea to do just as others expect.
 - B when someone acts differently from what others expect, it does not turn out well.
 - C when one person does something differently it can help many people. *
 - D the first one to do something differently gets rewarded.
- 3 According to this selection, Rosa and her husband
- A rode buses to and from work together.
 - B helped people who were treated unjustly.*
 - C were always treated with fairness and dignity.
 - D became angry about the Supreme Court decision.
- 4 Rosa Parks’ actions
- A made Rosa’s grandfather unhappy.
 - B kept Rosa from riding buses.
 - C helped many people live better lives. *
 - D showed that she was not a fair person.
- 5 The author repeats the idea that Rosa should be brave and proud of herself in order to
- A let us know Rosa was a frail child.
 - B tell why people were angry.
 - C explain why Rosa rode the bus.
 - D show what kind of person Rosa is. *

6 Rosa's grandfather told Rosa NOT to

- A get in trouble.
- B do things differently from others.
- C ride buses.
- D let anyone push her around. *

7 When the bus driver asked Rosa to move,

- A Rosa acted surprised.
- B Rosa thought it was fair.
- C no one expected Rosa to say, "No." *
- D everyone thought Rosa would say, "No."

8 From this selection, we can tell that Rosa is

- A determined. *
- B sad.
- C excited.
- D curious.

9 Toward the end of the selection, when the author talks about people participating in the "Montgomery Bus Boycott," the word **boycott** means

- A riding buses.
- B refusing to use. *
- C against the law.
- D encouraging to use.

10 Rosa Park's case was finally settled by the

- A Alabama Supreme Court.
- B Montgomery local court.
- C Washinton D.C. Court.
- D U.S. Supreme Court. *

PART 2A: CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 1–5 ask about BOTH of the selections you read. For each question, choose the BEST answer. You may look back at the two selections as often as necessary.

- 1 In both reading selections, you read about main characters who
- A acted differently from what others expected. *
 - B helped others who had been treated badly.
 - C had fun with friends and family.
 - D did things just like everyone else.
- 2 Old Henry and Rosa would PROBABLY agree that
- A a neat yard is very important.
 - B everyone deserves respect. *
 - C we should change to please other people.
 - D a good education helps us in life.
- 3 In the beginning of each selection, BOTH Old Henry and Rosa
- A moved into a new house.
 - B stood up for themselves. *
 - C met new neighbors.
 - D were very young.
- 4 When Rosa and Old Henry did things differently,
- A everyone was happy.
 - B it was easy for everyone.
 - C other people made changes too. *
 - D nothing changed at all.
- 5 By the end of the selections, one DIFFERENCE between Rosa and Old Henry is that Old Henry
- A decided not to give in to others.
 - B refused to shovel his snow.
 - C said he would give in a little. *
 - D offered to help his neighbors.

GO ON.

PART 2B: RESPONSE TO THE READING SELECTIONS

Think about the people in the selections you just read. Then answer the following question:

Some people say that when one person does things differently from others, it can make a lot of changes happen for everyone. Do you agree? YES or NO. Explain your answer using specific examples and details from BOTH Old Henry and Rosa Parks. Be sure to show how the two reading selections are connected or alike.

Use the Checklist for the Response to the Reading Selections to help you when you write your response.

DRAFT 5/30/02**CHECKLIST FOR THE RESPONSE TO THE READING SELECTIONS****DIRECTIONS:**

Use the following to check your Response to the Reading Selections. Enter your response in the Part 2 ANSWER FOLDER in the space provided. Then, proofread your final copy to make sure all your revisions have been made.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with examples and details from BOTH reading selections?
- _____ Do I show how the two reading selections are connected?
- _____ Is my response complete?

(NOTE: This response does not need to be lengthy or polished. In order for students to earn at least 4 of the 6 points, they must: answer the question that was asked, support the answer with relevant details and examples from BOTH reading selections, and make some connection across the two reading selections. A 4-level response can be very sparse, but do everything that is required at the minimal level.)

DRAFT 5/30/02

**Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade 4
Part 2B Rubric
Response to the Reading Selections**

- 6** The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections, and the ideas from at least one reading selection are connected to the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to respond to the question or theme, but the ideas may not be connected to the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student takes no position on the question but responds to the theme with at least minimal use of ideas from one or both of the reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the question or theme.
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the question with no reference to either of the reading selections.

PART 3**LISTENING FOR UNDERSTANDING****LISTENING DIRECTIONS:**

You will be listening to a poem entitled “Pondlarker.” As you listen, think about how Pondlarker did things differently from others.

You will hear the selection **twice**. While you are listening, and for a few minutes afterward, you may make notes on the paper provided. Then you will be asked to answer 10 multiple-choice questions. You will be able to use your notes to help you answer the questions.

When you have finished, STOP.

Please refer to the copyright page for information about the selection for this part of the test. Permissions for use of the selections do not extend to the internet.

GO ON.

DIRECTIONS: For each question, choose the BEST answer. You may use your notes to help you.

“Pondlarker”

Questions 1–10

- 1 This story is **MOSTLY** about a frog who
- A loves to tell stories to his parents.
 - B turns into a prince when the Princess kisses him.
 - C discovers that it is great to act like a frog. *
 - D decides he still wants to be a prince at the end.
- 2 The author begins the story with the words “Once upon a time. . .” because the story is like a
- A fairy tale. *
 - B true story.
 - C biography.
 - D newspaper article.
- 3 At the beginning of the story, Pondlarker believed his mother’s story about the frog and the princess,
- A but he didn’t want to kiss a princess.
 - B but he didn’t pay attention to his father’s song. *
 - C but he wanted to grow up and have lots of little frogs.
 - D but he was afraid his brothers and sisters would laugh at him.
- 4 As the frogs in the story grew up, all of them EXCEPT Pondlarker
- A acted like princes or princesses.
 - B dressed like princes or princesses.
 - C tried to find a princess to kiss.
 - D forgot about the princess and frog story. *
- 5 In the meeting with the red-shouldered hawk, the storyteller shows Pondlarker’s bravery and confidence by having Pondlarker
- A speak rapidly.
 - B speak loudly. *
 - C laugh out loud.
 - D talk softly.

GO ON.

- 6 When Pondlarker met the princess, she
- A was not what he had imagined. *
 - B sang him a song.
 - C was just what he had expected princesses to be.
 - D wanted to marry him right away.
- 7 According to the story, how did the princess feel about frogs?
- A She liked to kiss them.
 - B She only liked bullfrogs.
 - C She did not like them much at all. *
 - D She had already found her Prince Charming.
- 8 Just before the princess was going to kiss him, Pondlarker
- A sang his father's song to her.
 - B told his mother's story to her.
 - C decided he still wanted to be a prince.
 - D decided he did not want to change. *
- 9 By the end of the story, the listener might expect Pondlarker to say,
- A I still want to be a prince, not a frog.
 - B I like being a frog, just like other frogs. *
 - C I'm going back to that princess for another kiss.
 - D My mother and father were wrong about acting like a frog.
- 10 By the end of the story, Pondlarker
- A still wants to be a prince.
 - B agrees with his father's song. *
 - C still believes his mother's story.
 - D still wants to dress like a prince.

STOP.